

GCSE (9-1)

Examiners' report

LATIN

J282

For first teaching in 2016

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Contents

Introduction	3
Paper 6 series overview	4
Question 1	5
Question 2	5
Question 3	6
Question 4*	8
Question 5	9
Question 6	10
Question 7	10
Question 8	11
Question 9	14
Question 10	14
Question 11*	15

Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate answers is also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

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Paper 6 series overview

Paper 6 (Latin Literature and Culture) is designed to develop candidates' knowledge and understanding of Roman civilisation and culture through the study of ancient literature and other ancient source material. For this paper, candidates were expected to have studied the material in the *Prescribed Sources Booklet* relating to two topic areas: 'The Romans in Britain' and 'Entertainment'.

Questions required candidates to demonstrate knowledge and understanding of these materials whether reproduced in the insert booklet or not, to use the unseen resources provided there, as well as being free to include, where appropriate, relevant reference to sources encountered in their own study.

Two assessment objectives were tested in this paper:

- AO2: demonstration of knowledge and understanding of ancient sources.
- AO3: to analyse, evaluate and respond to ancient sources.

Examiners felt that the level of demand of this year's paper was consistent with previous years. While the two longest extended response questions were imaginatively and creatively phrased, their demands were still in keeping with previous papers and potentially more interesting and engaging for candidates. There were very few questions left blank and candidates seemed able to finish the paper without rushing.

For the 8- and 12-mark questions, where a combination of AO2 and AO3 is sought in a response, candidates will be expected both to deploy ancient sources with detail, relevance and accuracy and to evaluate these sources in a way which addresses the question and draws valid conclusions.

Questions which required this combination of skilled handling of sources and the drawing of pertinent conclusions were the biggest differentiators.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> • had a thorough, factual knowledge and detailed recall of the prescribed sources • made precise reference to a variety of sources in their responses • responded to the specific question precisely • demonstrated understanding of the sources in a variety of contexts • selected and evaluated evidence relevant to specific questions and drew reasonable, informed conclusions • demonstrated enthusiasm for the topic areas • backed up ideas with detailed source reference or quotation from literature. 	<ul style="list-style-type: none"> • had a rather vague knowledge and partial recall of the prescribed sources • referred to sources only in a very general way in their responses, if at all • reproduced learned information about sources rather than tailoring their knowledge to the question • reproduced learned responses rather than responding to a particular question • occasionally struggled to comment on sources in a way which acknowledged their context, sometimes importing anachronistic ideas.

Question 1

1 Study **Source A**.

Using **Image 1**, explain how the design of North Leigh Villa is typical of a courtyard villa.

.....

.....

..... **[2]**

The image shows the remains of one side of the villa. Candidates who had studied the distinctive design features of the villas in the Prescribed Sources Booklet answered the question well. The most successful responses linked the image to knowledge of North Leigh Villa in its full state and gave two clear points relating to the villa design. Some candidates lost out by only discussing one design feature. Weaker responses only described what is visible in the source.

'Always read the question'

The keywords in this question are 'design', 'typical' and 'courtyard villa'. Therefore, responses should refer to the design of the villa as opposed to its materials, contents or decoration, and should refer to typical aspects of a courtyard villa as opposed to aspects in common with other villas.

Question 2

2 Archaeologists think that an important person lived in North Leigh Villa.

Using **Images 1 and 2**, suggest **two** reasons why they think this.


Image 1:

Image 2:

[2]

The majority of candidates accessed this question and answered it well. Some reference to North Leigh Villa's large size was a common idea for Image 1, and nearly all responses identified Image 2 as a mosaic, although some aspect of it which indicated importance was also needed. Some candidates wrote their responses in the wrong spaces, for example discussing the mosaic in the space for Image 1 and vice versa, but were not penalised for this.

Assessment for learning



Lessons could investigate mosaic manufacture and use. Mosaics are a great topic to explore the correlation between factual remains and what they can tell us about ancient culture. Why did they require such wealth to purchase them? Why would important people be interested in them? Students will enjoy beginning to evaluate source evidence and draw relevant conclusions.

Question 3

3 Study Source B.

Columella wrote his book *On Agriculture* for farmers in Italy, but his book was used all over the Roman empire.

What problems might the owner of North Leigh Villa have had when trying to follow Columella's instructions in Britain?

Using **Source B**, suggest **two** problems.

1

.....

.....

2

.....

.....

[4]

For each bullet point, the question looked for candidates to explain why a specific instruction from Columella's advice in Source B might pose a particular problem in Britain. The majority of candidates did not notice the most obvious problem for Britain, namely that grapes and olive oil are not the most common crops and so any instructions relating to them are not that relevant. Many candidates only achieved part marks, either by suggesting problems which weren't specific to Britain or which weren't true, such as North Leigh only having one storey. Another example would be candidates discussing very British problems, such as cold and wet weather, without linking that problem convincingly to an instruction in the source.

Exemplar 1

- 1 The weather is different in Britain meaning the directions Columella uses are different and will not apply in Britain.
- 2 Britain cannot grow grapes so Columella talking about storing and making grape wine is not relevant

[4]

For the first point in Exemplar 1, the candidate has correctly identified a problem with trying to implement Columella's instructions in Britain, namely the weather! However, it only receives partial credit, because it does not demonstrate enough understanding of the source, referring vaguely to 'the directions Columella uses'. This reference is far too general and hazy.

The second point receives full marks, as a problem and set of instructions are clearly and confidently identified. This exemplar also indicates how candidates can express themselves simply and concisely and receive good marks.

Question 4*

4* Imagine that you want to design, own and run a villa estate in Britain.

Explain what you will do to make the estate successful.

In your answer:

- you should include references to a range of ancient sources;
- you may make use of **Sources A** and **B**;
- you may wish to include references to other Roman villas and to other parts of Columella's *On Agriculture*.

[12]

The demands of this question, despite the creative instruction, were in line with previous years. The task required candidates to bring forward ideas of what might make a villa estate in Roman Britain successful.

Best responses would identify a coherent design feature from an ancient source and analyse how that could contribute to success, whether it was profitable, useful, comfortable, impressive or efficient. The most successful responses discussed both the design of the domestic villa and management of the farm, as well as geographical location and link to road networks. For the top level, candidates were required to refer to a range of ancient sources including some in addition to those printed on the examination paper. Candidates could be too glancing and general in these references, but many were ingenious and inventive and brought in a range of sources not only from beyond the paper but from beyond the Prescribed Sources Booklet such as their own visits to local villas.

Candidates who just listed design features, even if accompanied by detailed source reference, without bringing out their benefit, did not score full marks. Due to the nature of the question, a wide range of concepts of a successful villa were given marks, even if partially anachronistic or not quite as originally conceived! However, full marks were not given to any points which were not founded on convincing ancient source evidence. Similarly, some candidates appeared to want to respond to a different question entirely, such as a survey of the evolution of villa design over the centuries. These responses did not achieve full marks for their points or access the top level. The question had the added benefit of being enjoyable and accessible, as well as allowing candidates to engage fully and take ownership of the ideas.

Question 6

6 Study **Source D**.

What were the advantages **and** disadvantages of theatre masks in a Roman play?

Make **two** points on each.

Advantages

1

2

Disadvantages

1

2

[4]

This question was answered very well, although generalised ideas such as 'they were entertaining' were not given marks. Disadvantages proved harder to think of than advantages, common misapprehensions included claiming that the masks muffled actors' voices.

Question 7

7 Give **one** type of play that was performed in Roman Theatre.

..... [1]

There were very few errors on this question, 'comedy' being the most popular response. Benefit of the doubt was given to named plays and some overhangs from Greek Theatre.

Exemplar 2

- In source E, Ovid uses a jumpy narrative, which creates the impression that everything is fast-moving and exciting
- Ovid also uses ^{monosyllabic,} short, simple sentences to speed up the pace and create an exciting, rapid-moving atmosphere.
- The frequent exaggerated punctuation, such as exclamation marks and (rhetorical) question marks, portrays his excitement and energetic mood, making it seem exciting to readers
- Ovid uses a false start to make the text more suspenseful and captivating, as the crowd 'flaps' their 'togas' in a unified reaction, which is exciting [6] due to the crowd mentality

Exemplar 2 illustrates a potentially good response which is missing some key elements. The first two points are good observations, but no quotation or textual evidence is included, so the observations only gain partial marks. The third observation is based on punctuation, and therefore tells us nothing about Ovid's language and gains no marks. The fourth point could have been a strong content point but lacked convincing, coherent development and so again only achieved partial marks.

Exemplar 3

Ovid made the chariot race exciting through extensive use of exclamations in "Oh no!", "give me sign!", "flap your toga everyone!", "pull them back!" to suggest the loudness and chaos of the atmosphere of the chariot race, therefore making it seem exciting. Furthermore, he uses imperatives in "give", "flap" and "look" to convey a great sense of urgency and excitement, as if he cannot contain himself. This is heightened through the use of questions in "what are you doing?" and "... you wretch?" to further enhance his loss of control in the excitement of the race and to force the reader to ask the same questions. Furthermore, he mentions that the charioteer has "driven too wide around the post" which is a point of excitement because it was very difficult to maintain control at these bends and most accidents occurred here which could be a very serious matter. Therefore, Ovid heightens the excitement and tension.

Study Source F. [6]

Exemplar 3 illustrates a response that combines multiple correct style observations with concise quotation to exemplify these. The candidate has supported the observations by convincing explanation as to how this use of language makes the description of the chariot race exciting.

Question 9

9 Study **Source F**.

How does Horace show that he enjoys dinners at his farm?

Make **two** points, using **Source F**.

1

.....

.....

2

.....

.....

[4]

Unlike Question 8, this question did not require candidates to analyse Horace's language. Any solid points of content were accepted which illustrated how Horace enjoyed dinners at his farm. However, candidates had to respond to the question convincingly and therefore did not score well if they did not refer to dinners in their response. The majority of candidates lost out by discussing the first two lines of the extract which, on their own, convey nothing about the enjoyment of dinners although much about the enjoyment of the farm.

Question 10

10 Give the Latin word for the room where dinner parties usually took place.

..... **[1]**

The majority of candidates gave the correct response. Benefit of the doubt was given for transposition of letters, i.e. slight misspelling of the recognisable word was accepted. Some candidates did not read the question properly and wrote 'dining room' in English, or mixed up the meal – *cena* – with the room. This question saw the highest number of 'No responses'.

Question 11*

11* Do you think that Trimalchio would have enjoyed having dinner at Horace's farm?

Give reasons for your answer, using **Source F** and Petronius' *Satyricon*.

.....

.....

.....

.....

.....

.....

.....

..... [8]

This was an interesting question which provoked some very fine responses demonstrating sophisticated control of argument and use of parallel source materials (one source entirely from memory). The best responses yoked Horace's and Petronius' descriptions and brought out similarities and differences between the dinners and perceptive analysis as to why Trimalchio may or may not have enjoyed Horace's dinner. Occasionally well-written responses were marred by not realising that Trimalchio was the host of the dinner in the *Satyricon* as opposed to the narrator. Some candidates struggled to show convincing recall and knowledge of the extract from the *Satyricon* in the Prescribed Sources Booklet and in this case did not score above half marks.

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